



# School Staff Directory of Federal School Climate and Discipline Resources: 2017 Update

U.S. Department of Education

## Why are School Climate and Discipline Important?

School climate reflects how members of the school community experience the school. Positive school climates help students stay engaged, learn, and maintain respectful, trusting relationships with each other and school staff. While various practices, conditions, and norms have influence over school climate, a school's discipline policies and practices can send a clear message to students as to whether they are valued as part of the school community and whether they are seen as partners in their education.

School discipline practices that remove children from schools and classrooms – such as suspension and expulsion – hinder their ability to learn. Nearly three million K-12 students nationwide received at least one out-of-school suspension in the 2013-2014 school year. Suspensions are linked to poorer academic performance, higher rates of dropout, failure to graduate on time, decreased academic engagement, and increased risk of involvement with the juvenile justice system. Additionally, suspensions are not shown to be effective ways of improving student behavior or school climate. In many school districts across the nation, suspensions are not distributed equitably. Often students of color, those with disabilities, and male students bear the brunt of the burden.

Fortunately, research shows that there are practices that support students' physical and emotional safety and contribute to a positive school climate. These practices can reconnect students to their school environments, particularly historically marginalized groups.

## Who Should Use this Directory?

This directory is designed to support school staff – including classroom educators, specialized instructional support personnel, principals, and administrators – in improving school discipline practices. As the people working with students each day, school staff have the greatest control over whether, how frequently, and what type of discipline is administered.

Improving school discipline requires a shift in mindset and practice. School staff can facilitate this shift by seeking training and resources on alternative discipline practices. Additionally, by communicating what is and is not working to families, the community, and state/local officials, school staff can drive positive school discipline forward and support peers in other locales.

## How to Use this Directory

The U.S. Department of Education has laid out three [Guiding Principles](#) to help communities improve school discipline practice: 1) positive school climates; 2) clear, appropriate, and consistent expectations and consequences; and 3) equity and continuous improvement. This directory contains resources to help school staff to incorporate these principles into their daily work.

### Directory Resource Topics

- Capacity Building Tools
- Data Measurement and Reporting
- Policy Guidance
- Technical Assistance

## Capacity Building Tools

Federal agencies have funded the development of a variety of products—including training materials, guides, briefs, and presentations—to inform school staff about school climate and discipline, and how to improve it. The items below are intended to provide school staff with background information on the relevance of school climate and discipline to school functioning, and build their skills to implement strong practices.

Title and Link	Topics Covered	Applicable Populations	Description
Addressing the Root Causes of Disparities in School Discipline <a href="https://safesupportivelearning.ed.gov/addressing-root-causes-disparities-school-discipline">https://safesupportivelearning.ed.gov/addressing-root-causes-disparities-school-discipline</a>	<ul style="list-style-type: none"> <li>• Equity and continuous improvement</li> </ul>	General student body	This guide provides school and district teams with the tools necessary to address the root causes of disparities in school discipline. It focuses on the population being disciplined, the systemic causes for inequalities, and ways to reduce disparities.
Charter School Discipline: Examples of Policies and School Climate Efforts from the Field <a href="https://www.charterschoolcenter.org/sites/default/files/files/field_publication_attachment/Disipline%20Report_0.pdf">https://www.charterschoolcenter.org/sites/default/files/files/field_publication_attachment/Disipline%20Report_0.pdf</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Equity and continuous improvement</li> </ul>	General student body	This product focuses on charter schools which honor their missions using inclusive disciplinary practices. In addition, the report also discusses academic gains that can follow school climate improvement.
Coordinated Early Intervention Services (CEIS) <a href="http://cifw.wested.org/resources/ceis/">http://cifw.wested.org/resources/ceis/</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	Students with disabilities	This website provides resources for educators and officials to perform CEIS and investigate disproportionality in their own schools and districts. It includes guides, worksheets, training modules, letters, and policy information.
Decisions in Motion: IS3 Toolkit 2: Addressing Discipline <a href="https://safesupportivelearning.ed.gov/sites/default/files/IS3+Toolkit+2.pdf">https://safesupportivelearning.ed.gov/sites/default/files/IS3+Toolkit+2.pdf</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body	This toolkit for schools contains guides, lesson plans, team building suggestions, and other materials to help improve school climate.
National Registry of Evidence-based Programs and Practices (NREPP) <a href="http://nrepp.samhsa.gov/01_landing.aspx">http://nrepp.samhsa.gov/01_landing.aspx</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>• Pre-k to high school</li> <li>• Disconnected youth &amp; students</li> <li>• Dual language learners</li> <li>• LGBTQ* students</li> <li>• Students with disabilities</li> <li>• Students of color</li> </ul>	This evidence-based repository and review system of mental health and substance abuse interventions is searchable based on multiple criteria that fit your school's population.

Title and Link	Topics Covered	Applicable Populations	Description
Office of Juvenile Justice and Delinquency Prevention (OJJDP) Model Programs Guide <a href="https://www.ojjdp.gov/mpg/">https://www.ojjdp.gov/mpg/</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>• Elementary to high School</li> <li>• Disconnected youth/students</li> </ul>	This clearinghouse shares what works and what does not work in juvenile justice, delinquency prevention, and child protection and safety.
PromotePrevent Positive School Discipline Interactive Course <a href="http://positiveschooldiscipline.promoteprevent.org/course">http://positiveschooldiscipline.promoteprevent.org/course</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body	This course encourages school leaders to reflect on the principles of positive school discipline in relation to one's particular school. Participants can also hear from communities for which positive school discipline has been effective. The course can also be taken as a team.
Restraint and Seclusion: Resource Document <a href="https://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf">https://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>• Disconnected youth/students</li> <li>• Students with disabilities</li> </ul>	This document outlines 15 principles for schools and communities around the use of restraint and seclusion. It strives to promote students' dignity and limiting the use of physical restraint to situations in which immediate danger is posed.
Safe School-based Enforcement through Collaboration, Understanding, and Respect <a href="https://www2.ed.gov/policy/gen/guid/school-discipline/files/sro-local-implementation-rubric.pdf">https://www2.ed.gov/policy/gen/guid/school-discipline/files/sro-local-implementation-rubric.pdf</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body	This policy guide and rubric includes action steps to ensure that school resource officers (SROs) are involved in the creation of safe school climates. Steps range from ensuring that local school-police agreements are constitutional to recognizing good performance from SROs.
School Climate Improvement Resource Package (SCIRP) <a href="https://safesupportivelearning.ed.gov/resources/school-climate-improvement-resource-package-scirp">https://safesupportivelearning.ed.gov/resources/school-climate-improvement-resource-package-scirp</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body	This package offers engaging school climate improvement tools, such as online modules, worksheets, self-assessments, action guides, and an instructional manual. It provides relevant materials for different types of schools and school stakeholders.
StopBullying.gov <a href="https://www.stopbullying.gov/prevention/index.html">https://www.stopbullying.gov/prevention/index.html</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> </ul>	General student body	This website provides school staff with guidance around creating safe and inclusive classroom environments. Topics range from assessment, parent engagement, prevention, education, and community partnerships. There is also a short online course on bullying prevention.

Title and Link	Topics Covered	Applicable Populations	Description
Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers <a href="https://www.osepideasthatwork.org/sites/default/files/ClassroomPBIS_508.pdf">https://www.osepideasthatwork.org/sites/default/files/ClassroomPBIS_508.pdf</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> </ul>	General student body	This resource covers positive classroom behavior intervention within a school-wide multi-tiered behavioral framework and provides support strategies for teachers. Goals include maximizing instructional time and reducing disruptions.
Supportive School Discipline e-Digest <a href="http://ssdcop.neglected-delinquent.org/subscribe-ssdedigest">http://ssdcop.neglected-delinquent.org/subscribe-ssdedigest</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>Students of Color</li> </ul>	This newsletter addresses school climate and discipline issues with a variety of resources including news, recommendations, and events.

\*LGBTQ refers to students who are Lesbian, Gay, Bisexual, Transgender, and/or Queer

## Data, Measurement, and Reporting

As part of any effort to improve school climate and discipline practice, it is imperative that schools staff have access to data that can continuously inform the implementation of new approaches, diagnose emerging issues, and inform the surrounding community of the progress of these efforts. Federal agencies provide a range of products to help school staff to collect and analyze data relevant to school climate and discipline practices through various approaches, including school climate surveys, fidelity assessments, and evaluations of educator practice. This section highlights the most significant products that may assist school staff in these areas.

Title and Link	Topics Covered	Applicable Populations	Description
Analyzing student-level disciplinary data: A guide for districts <a href="https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4470">https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4470</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	General student body	This report aids school stakeholders in analyzing student-level disciplinary data. It outlines key steps in the analysis process and offers points of consideration for utilizing the data in practice and policymaking.
Civil Rights Data Collection (CRDC) <a href="http://ocrdata.ed.gov/#">http://ocrdata.ed.gov/#</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>Disconnected youth/students</li> <li>Dual language learners</li> <li>LGBTQ youth</li> <li>Students of color</li> <li>Students with disabilities</li> </ul>	This tool from the Office of Civil Rights provides detailed data and reports, at the school and district level, based on data around equity, disability, language learner status, and more. Data include measures of proficiency, discipline, and disparities. Reports are also available at the state and national levels.
Civil Rights Data Collection (CRDC): A First Look 2013-2014 <a href="https://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf">https://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>Dual language learners</li> <li>Male students</li> <li>Students of color</li> </ul>	This report covers student discipline, restraint and seclusion, early learning, college and career readiness, absenteeism, education in justice facilities, and staff equity, using 2013-2014 CRDC data.

Title and Link	Topics Covered	Applicable Populations	Description
Ed School Climate Surveys (EDSCLS) <a href="https://safesupportivelearning.ed.gov/edscls">https://safesupportivelearning.ed.gov/edscls</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Equity and continuous improvement</li> </ul>	General student body	This survey captures student, staff, and parent perceptions of school climate. It enables schools to collect and act on reliable, nationally-validated school climate data. The online platform offers a suite of surveys for various participants and provides user-friendly reports in real-time.
The School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System <a href="https://csgjusticecenter.org/wp-content/uploads/2014/06/The_School_Discipline_Consensus_Report.pdf">https://csgjusticecenter.org/wp-content/uploads/2014/06/The_School_Discipline_Consensus_Report.pdf</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>• Disconnected youth/students</li> <li>• Dual language learners</li> <li>• LGBTQ students</li> <li>• Students of color</li> <li>• Students with disabilities</li> </ul>	This comprehensive report shares strategies from the field to improve learning conditions, build positive climate, connect various stakeholders, and reduce youth arrests/referrals to the juvenile justice system for minor offenses.
School Survey on Crime and Safety (SSOCS) <a href="https://nces.ed.gov/surveys/ssocs/">https://nces.ed.gov/surveys/ssocs/</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body	This nationally representative cross-sectional survey provides information on school crime, discipline, disorder, programs and policies. The survey also includes information on staff training and parent/community involvement.

## Policy Guidance

To encourage the creation of safe supportive learning environments and compliance with applicable laws, federal agencies have compiled relevant state statutes, developed guidance to clarify federal law. The federal agencies have also developed specific guidance to address specific emerging issues, including bullying and discipline, and their implications for schools' civil rights liability. The following are the primary policies and guidance the federal and state governments have developed related to school climate and discipline.

Title and Link	Topics Covered	Applicable Populations	Description
Agreement between Justice Department and The School District of Palm Beach County <a href="https://www.justice.gov/iso/opa/resources/442201322616361724384.pdf">https://www.justice.gov/iso/opa/resources/442201322616361724384.pdf</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>• Disconnected youth/students</li> <li>• Dual language learners</li> <li>• Students of color</li> </ul>	This settlement agreement sets expectations for Palm Beach school district and school staff on climate issues, discipline, resources for English Language-Learner (ELL) families and students, positive behavior management, professional development, and use of data.

Title and Link	Topics Covered	Applicable Populations	Description
Compendium of School Discipline Laws and Regulations <a href="https://safesupportivelearning.ed.gov/school-discipline-compendium">https://safesupportivelearning.ed.gov/school-discipline-compendium</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary school</li> <li>• Middle school</li> <li>• High school</li> <li>• General student body</li> <li>• Students with disabilities</li> <li>• Disconnected youth &amp; students</li> </ul>	This listing examines discipline guidelines and policies for all 50 states and other local education jurisdictions.
Dear Colleague Letter: Charter Schools <a href="https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201405-charter.pdf">https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201405-charter.pdf</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>• Elementary to high school</li> <li>• Dual language learners</li> <li>• Students of color</li> <li>• Students with disabilities</li> </ul>	This letter details expectations for how charter schools must comply with Federal civil rights laws with regard to admissions, discipline, and inclusion
Dear Colleague Letter: Nondiscriminatory Administration of School Discipline <a href="https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.pdf">https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.pdf</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>• Disconnected youth/students</li> <li>• Dual language learners</li> <li>• Students of color</li> </ul>	This guidance focuses on making school discipline procedures more equitable for students of various racial/ethnic groups.
Dear Colleague Letter: Preventing Racial Discrimination in Special Education <a href="https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201612-racedisc-special-education.pdf">https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201612-racedisc-special-education.pdf</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Students of color</li> <li>• Students with disabilities</li> </ul>	This letter offers guidance to teachers, school staff, and administrators on reducing racial disparities in special education. It covers issues around access, impact, discipline, and legal framework.
Dear Colleague Letter: Restraint and Seclusion of Students with Disabilities <a href="https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201612-504-restraint-seclusion-ps.pdf">https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201612-504-restraint-seclusion-ps.pdf</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary to High School</li> <li>• Students with disabilities</li> </ul>	This letter interprets data to show how the use of restraint or seclusion may result in discrimination against students with disabilities. It provides guidance around the regulations that protect students with disabilities regarding discipline.
Dear Colleague Letter and Resource Guide: Students with Attention-Deficit Hyperactivity Disorder (ADHD) <a href="https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201607-504-adhd.pdf">https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201607-504-adhd.pdf</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	Students with disabilities	This letter provides teachers, school staff, and administrators with information and policy guidance around students with ADHD, as well as section 504.



Title and Link	Topics Covered	Applicable Populations	Description
Settlement Agreement between Justice Department and Watson Chapel, Arkansas, School District to Prevent Discrimination and Reform Discipline Practices <a href="https://www.justice.gov/opa/pr/justice-department-reaches-agreement-watson-chapel-arkansas-school-district-prevent">https://www.justice.gov/opa/pr/justice-department-reaches-agreement-watson-chapel-arkansas-school-district-prevent</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>• Elementary to high school</li> <li>• Disconnected youth/students</li> <li>• Students of color</li> </ul>	This summary describes a settlement agreement around non-discriminatory school discipline practices and replacement of punitive discipline with positive approaches. Specific requirements for school districts listed.
Resolution Agreement Between Justice Department and DeKalb County School District <a href="https://www.justice.gov/sites/default/files/crt/legacy/2013/05/09/dekalbagree.pdf">https://www.justice.gov/sites/default/files/crt/legacy/2013/05/09/dekalbagree.pdf</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>• Students of color</li> <li>• Migrant students</li> </ul>	This resolution agreement covers harassment claims on the basis of race and national origin, as well as the disciplinary practices which failed to prevent such harassment.
State Anti-Bullying Policies and Laws <a href="https://www.stopbullying.gov/laws/index.html">https://www.stopbullying.gov/laws/index.html</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>• LGBT Youth</li> <li>• Students with disabilities</li> <li>• Students of color</li> </ul>	This tool allows users to search for state policies and laws designed to prevent and address bullying behaviors in schools.

## Compilations and Technical Assistance Centers

Federal agencies fund several technical assistance centers that serve a variety of audiences and topics, many of which are related to improving school climate and discipline directly or indirectly. Technical assistance centers provide a range of services, which may include direct, or Web-, or phone-based assistance; resource sharing; training; websites with valuable research and resources; and, in some case, on-site support to schools, districts, and states.

Title and Link	Topics Covered	Applicable Populations	Description
Early Childhood Technical Assistance Center <a href="http://ectacenter.org/default.asp">http://ectacenter.org/default.asp</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	Pre-K children	This TA center provides families, educators, and policymakers with resources around early childhood climate. By searching expulsion or suspension, one can find a number of resources on discipline as well.
National Center on Intensive Intervention <a href="http://www.intensiveintervention.org/">http://www.intensiveintervention.org/</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Equity and continuous improvement</li> </ul>	Students with disabilities	This TA center helps build capacity of SEAs, LEAs, and other stakeholders to implement intensive intervention in reading, math, and behavior for students with severe learning and/or behavioral needs.

Title and Link	Topics Covered	Applicable Populations	Description
National Center on Safe Supportive Learning Environments <a href="https://safesupportivelearning.ed.gov/">https://safesupportivelearning.ed.gov/</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>• Elementary to high school</li> <li>• Disconnected youth/students</li> <li>• Dual language learners</li> <li>• LGBTQ students</li> <li>• Students of color</li> <li>• Students with disabilities</li> </ul>	This TA center contains comprehensive training and resources for states, schools, and other stakeholders working to improve conditions for learning.
National Clearinghouse on Families and Youth <a href="https://ncfy.acf.hhs.gov/">https://ncfy.acf.hhs.gov/</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>• LGBTQ students</li> <li>• Students of color</li> </ul>	This clearinghouse contains a variety of resources related to school climate and discipline, especially relating to LGBTQ students and the school to prison pipeline. It includes research summaries, toolkits, organizing guides, and more.
National Resource Center for Mental Health Promotion and Youth Violence Prevention <a href="http://www.healthysafechildren.org/">http://www.healthysafechildren.org/</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>• Pre-k to high school</li> <li>• Disconnected youth/students</li> <li>• Students with disabilities</li> <li>• Students of color</li> </ul>	This TA center provides materials to states, districts, communities, and schools to promote the mental health and well-being of children and youth, including strategies for violence prevention.
Positive Behavioral Interventions & Supports (PBIS) <a href="http://www.pbis.org/">http://www.pbis.org/</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>• Elementary to high school</li> <li>• Disconnected youth/students</li> <li>• Students with disabilities</li> <li>• Students of color</li> </ul>	This TA center strives to develop the capacity of states, districts, and schools to improve social, emotional, and academic outcomes for students and promote good behavior.



Title and Link	Topics Covered	Applicable Populations	Description
PromotePrevent Positive School Discipline Resources/Tools <a href="http://positiveschooldiscipline.promoteprevent.org/">http://positiveschooldiscipline.promoteprevent.org/</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>• Disconnected youth &amp; students</li> <li>• Dual language learners</li> <li>• Students of color</li> <li>• Students with disabilities</li> </ul>	This website's "Resources" & "Tools" pages include research briefs, action guides, templates, tools that help schools, families, and communities understand positive school discipline. People can either browse the pages or search for resources based on content and setting.